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ABSTRACT

Illinois high school vocational teachers, administrators, high school vocational students, and student teachers were surveyed to select from a list of 10 teacher courses of action the most appropriate remedy for 46 typical student-discipline problems. Questionnaire data were obtained from 36 teachers and administrators and 532 high school students. Teachers, administrators, and students agreed on the appropriate course of action for 35 classroom disturbances and disagreed 11 times. It was recommended that vocational teacher preparation programs lend greater emphasis within methods classes to the area of classroom management and discipline procedures. (Four tables are appended: rank order listing of the discipline "courses of action" by intervals, recommended frequency use of 10 classroom discipline actions, frequency of use of 10 classroom discipline courses of action, and comparison of educator and student responses to discipline actions for 46 classroom behaviors in vocational classrooms.) (YLB)

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Classroom Discipline Recommendations

for

The Vocational Classroom

A Paper Presented
at
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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Two recent studies, one by Leske and others, and a second by Knight and others, provided information about reasons why vocational teachers had left the profession. Discipline problems in the classrooms were reported to have contributed to their decisions to quit teaching. Forty vocational teachers who had resigned prior to May 23, 1979, were contacted by Leske (1979). Each interviewee was asked to give two suggestions for improvement of the vocational teaching profession which might motivate those entering the profession to remain. Of the twenty-three different suggestions, "Reduce student hassles" ranked fourth. Also, Leske's interviewees strongly suggested a need for more teacher training on how to handle discipline problems.

Research conducted in Ohio further emphasized the relationship between student problems and exiting vocational teachers. Knight (1978) reported:

> As a group of factors, student-related concerns were reported by former teachers as most influential on their decision to leave the profession.

Such items as (1) having students in class who should not have been in vocational programs, (2) lack of student interest, and (3) disliking student attitudes were among the issues resulting from Knight's study.

It was apparent that some beginning teachers were confronted with a dilemma regarding discipline. The controversy over types, methods and effectiveness of punishment activities was their concern. This research was directed toward determining student, teacher, and administrator expectations of how to remedy discipline situations which occur in vocational classrooms.

a. Problem Studied

What are the classroom disciplinary remedies suggested by (1) high school vocational teachers, (2) administrators, (3) high school vocational students and (4) student teachers.

b. Specific Objectives

1. determine suggested classroom remedies for 46 typical student discipline problems

2. determine differences in classroom remedies as recommended by (a) teachers, (b) administrators, (c) students and (d) student teachers

c. Related Literature

During this decade, the public has begun to view "discipline" as the major problem facing education. Student discipline has been listed as a serious problem by ten of the last eleven Gallup Polls of public attitudes toward schools. (Gallup 1979)

Significant changes in public attitude towards schools have occurred. A study of the Gallup Surveys indicated that individuals who attend college (Gallup 1979) thought that high school discipline was a more serious problem than when they were in high school. In 1973, college students held the opposite view (Gallup 1973).

Further support for these attitudes comes from a report by Levin (1980) who stated that a majority of teachers surveyed reported student discipline had become a serious problem in high school. In addition to general concern regarding discipline, teachers may have quit teaching in the vocational classroom because of student management problems.

d. Research Method

A questionnaire (see attached) was used to obtain information from students, teachers, and administrators. The questionnaire included ten courses of teacher discipline and 46 student misbehaviors descriptions (dependent variables). The source of the student misbehaviors was past studies in vocational education. Respondents were asked to select from a list of ten teacher courses of action, the most appropriate remedy for each student misbehavior. Prior to the collection of data, both the misbehaviors and the courses of action were validated. Validation of the courses of action provided interval information which was used in the statistical analysis. The populations of high school vocational teachers, administrators, high school vocational students, and student teachers consisted of the 34 SIU/C student teacher centers in Illinois.

e. Instruments

Student Questionnaire

Instructions: Following is a list of student discipline problems that can happen in a high school vocational class. At the right are 11 actions which could be taken in response to the discipline problem. Please complete the questionnaire by responding to each problem as if YOU ARE THE TEACHER. (Put yourself in the teacher's position.) Check the FIRST response which enters your mind. Only check one response per situation. After you have completed the exercise, do not review and change any answers. Do not put your name on this paper. Participation in this exercise is voluntary and you many withdraw at any time during your involvement. Participation in no way affects class grade.

1. your age _____
2. sex (M or F) _____
3. grade in school _____
4. I attend _____ high school.

Course of Action

1. Ignore
2. Make visual contact
3. Reprimand verbally
4. Isolate the student within the class
5. Student-teacher conference
6. Detention
7. Sending or escorting student to office
8. Corporal punishment (paddling)
9. Parent-teacher conference

Discipline Situations	1	2	3	4	5	6	7	8	9	10	11
7. Whispering in class											
8. Drawing pictures on desk											
9. Appearing to daydream											
10. Failure to turn in assignments											
11. Being hungover											
12. Cheating on a test											
13. Swearing at the instructor											
14. Refusing to answer simple questions											
15. Laughing at a fellow student's incorrect answer											
16. Pinching his/her classmate											
17. You discover an ag student smoking in the restroom											
18. Being late for class without an excuse											

f. Data Source and Sampling Design

The data sources were Illinois vocational teachers, administrators, students and student teachers. The sample was an available sample which was comprised of the 12 student teaching centers used by the vocational agriculture teachers education staff as student teaching sites in the Spring 1980 semester.

g. Findings and Conclusions

Findings were obtained from 36 teachers and administrators and 532 high school students. The ordinal data which was collected to test the hypothesis was analyzed using parametric treatments. The use of ordinal variables which conform to interval scales was supported by research conducted by Labovitz (1970).

Findings determined that teachers, administrators, and students agreed on the appropriate course of action for 35 classroom disturbances and disagreed 11 times. Analysis of variance and a significance level of .05 were used to make this determination.

1) It is recommended that student teachers in agriculture education be informed of the thirty-five discipline situations and tatics that

educators and students agreed upon in this study.

2) It is recommended that administrators, professional educators, student teachers, and vocational teachers be made aware of the eleven discipline situations in which disagreement was found. Professional educators must prepare future teachers to deal effectively in these areas.

3) It is recommended that vocational teacher preparation programs lend greater emphasis within methods classes to the area of classroom management and discipline provedures. Since a verbal reprimand was the most common tool used to curb misbehavior, it may be advantageous to provide specific instruction to beginning teachers dealing with the effective use of verbal reprimands.

h. Educational and Scientific Implications of the Study

One item of scientific noteworthiness was the studies ability to develop an interval scale for common courses of teacher action. This scale has provided future classroom management research with a valuable tool.

The educational importance of this study was its ability to determine remedies for student behavior problems. Master teachers agreed as to the proper disposition of 35 classroom management problems. This information is important to vocational educators as they continue to refine preservice and inservice programs which assist teachers in the classroom.

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Table 1

RANK ORDER LISTING OF THE DISCIPLINE "COURSES OF ACTION" BY INTERVALS. REPORTED BY PROFESSIONAL EDUCATORS AT OHIO STATE UNIVERSITY.
N=19

Course of Action	Rank	X	Interval
Ignore	1	1.42	
			.58
Make Visual Contact	2	2.00	
			1.15
Reprimand Verbally	3	3.15	
			1.38
Isolate Student Within the Class	4	4.36	
			.79
Student-Teacher Conference	5	5.15	
			.85
Detention	6	6.00	
			.89
Sending or Escorting Student to Office	7	6.89	
			1.00
Corporal Punishment	8	7.89	
			.11
Parent-Teacher Conference	9	8.00	
			1.42
Permanent Removal of Student from Class	10	9.42	

Table 2

RECOMMENDED FREQUENCY USE OF TEN
CLASSROOM DISCIPLINE ACTIONS

Discipline Action	Educators Percent Usage	Students Percent Usage
Verbal Reprimand	29.6	20.2
Teacher Conference	19.8	10.0
Office Referral	12.1	8.0
Visual Contact	8.9	9.2
Detention	8.3	10.1
Ignore	4.8	18.8
Permanent Removal	3.4	4.9
Isolate in Class	2.5	4.8
Parent Conference	2.0	3.2
Corporal Punishment	1.7	4.0
Other Actions	6.9	6.8

A comparison of the independent variables by groups indicated that there was strong agreement between the two groups concerning which "course of action" should be most frequently used. Both students and educators cited a verbal reprimand as the most popular independent variable, (Table III) but the educators did use the varibal reprimand almost 30% more often than suggested by students. The popularity of the verbal reprimand was a major agreement reached by the two groups.

Table 3

FREQUENCY OF USE OF TEN CLASSROOM DISCIPLINE COURSES OF ACTIONS

Action	Group Ranking Actions			
	Student Teacher	Teacher	Admin.	Student
1. Ignore	6.5	5	6	2
2. Visual Contact	4	4	4	5
3. Verbal Reprimand	1	1	1	1
4. Isolate in Class	6.5	9	10	9
5. Conference/Teacher	2	2	2	4
6. Detention	5	6	5	3
7. Office Referral	3	3	3	6
8. Corporal	10	10	8.5	8
9. Conference/Parent	9	8	7	10
10. Removal/Permanent	8	7	8.5	7
Student Teacher		.95	.88	.70*
Teacher			.95	.76
Administrator				.70*

*.756 reaches .05 level

The "discipline situations" were compared on the basis of means. The educator mean and student mean were compared for each of forty six discipline situations. It was found that the educators' mean was higher 78% (36 to 46) of the time, while the students' mean was higher (10 to 46) of the time. This mean indicated a tendency for educators towards more severe discipline tactics than recommended by students.

The F test determined that 30% (11 of 46) of the discipline recommendations differ significantly at the .05 alpha level. The F test value supported the claim that educators tend to be more severe disciplinarians than students. A list of specific "discipline situations" found to be different are on the next page. The findings reflect a trend toward educators implementing more severe courses of action than students.

Table 4

COMPARISON OF EDUCATOR AND STUDENT RESPONSES TO DISCIPLINE ACTIONS FOR FORTY-SIX CLASSROOM BEHAVIORS IN VOCATIONAL CLASSROOMS

Discipline Situations	PR F	Mean Educator	Mean Student
Whispering in class	0.420	2.27	2.09
Drawing on a desk	0.748	3.93	4.06
Daydream	0.846	2.66	2.68
Failure to turn in assignments	0.904	4.64	4.59
Hungover	0.017*	5.56	4.07
Cheating on a test	0.158	4.61	5.30
Swearing at instructor	0.728	4.62	4.83
Refusing to answer	0.517	4.11	3.83
Laughing at student's answer	0.876	2.91	2.86
Pinching classmate	0.089	3.57	3.01
Smoking in the restroom	0.0001*	6.27	4.26
Being late for class without an excuse	0.001*	5.12	3.89
Writing vulgar words desk	0.103	5.75	4.93
Whispering with guest speaker's	0.552	3.02	3.23
Shooting a rubber band	0.400	4.39	4.05
Cheating on a quiz	0.782	4.60	4.74
Scooting chair to cause noise	0.723	2.97	3.07
Flipping classmate with rubber band	0.453	3.94	4.24
Pictures of naked women	0.001*	5.90	3.69
Cussing at a student	0.140	4.75	4.08
Leaving before the bell	0.010*	5.61	4.62
Slamming book on desk	0.877	3.11	3.16
Tapping of a pen	0.298	2.47	2.22
Rocking on two legs	0.067	2.93	2.32
Loudly wadding paper	0.058	2.41	1.97

Leaving name off assignment	0.348	3.90	2.59
Spits on floor	0.941	4.96	5.00
Doing nothing	0.009*	4.52	3.19
Passing a note	0.108	3.20	2.73
Sleeps in class	0.001*	5.67	4.02
Copies word for word	0.004*	4.35	3.15
Ignores the teacher's command	0.813	5.25	5.13
Shows a six-inch switchblade	0.004*	5.83	4.12
Gives teacher "the finger"	0.447	5.36	4.92
Chewing tobacco	0.205	4.11	3.74
Sticks gum under desk	0.800	3.38	3.27
Getting out of their chair	0.062	3.05	2.54
Refuses to bring textbooks	0.116	5.20	4.44
Sleeps twice in same week	0.094	4.88	4.14
Gives student "the finger"	0.082	4.51	3.57
Chewing gum in class	0.001*	2.51	1.29
Spits on another student	0.071	5.63	4.52
Refuses to bring a pen to class	0.003*	4.60	3.25
Setting off a fire cracker	0.091	6.43	5.14
Hitting the instructor	0.053	1.92	3.40
Looking out the window during class	0.439	2.69	2.43